



**Universitas Negeri Surabaya
Faculty of Engineering,
Mechanical Engineering Education Undergraduate Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Basics of Vocational Education	8320302235	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	4	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Djoko Suwito, M.Pd. ; Dr. Dewanto, M.Pd. ; Muamar Zainul Arif, S.Pd., M.Pd.		Wahyu Dwi Kurniawan, S.Pd., M.Pd.			Ir. Wahyu Dwi Kurniawan, S.Pd., M.Pd.	

Learning model	Case Studies
----------------	--------------

Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																																					
	PLO-5	Have social competence and personality competence in mechanical engineering education																																																																																																				
	PLO-8	Able to carry out maintenance and repairs in the automotive engineering field (automotive concentration) or able to operate various production equipment and machines in the manufacturing sector (production concentration)																																																																																																				
	PLO-10	Have an understanding of mathematics and basic mechanical engineering																																																																																																				
	Program Objectives (PO)																																																																																																					
	PO - 1	Students have the ability to understand the basic theories of vocational education																																																																																																				
	PO - 2	Students have the ability to study the dynamics and basic scope of vocational education																																																																																																				
	PO - 3	Students have the ability to implement basic vocational education in preparing learning plans.																																																																																																				
	PO - 4	Students have a responsible attitude in understanding the basics of vocational education																																																																																																				
	PLO-PO Matrix																																																																																																					
<table border="1" style="margin: auto;"> <tr> <td>P.O</td> <td>PLO-5</td> <td>PLO-8</td> <td>PLO-10</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-4</td> <td></td> <td></td> <td></td> </tr> </table>		P.O	PLO-5	PLO-8	PLO-10	PO-1				PO-2				PO-3				PO-4																																																																																				
P.O	PLO-5	PLO-8	PLO-10																																																																																																			
PO-1																																																																																																						
PO-2																																																																																																						
PO-3																																																																																																						
PO-4																																																																																																						
PO Matrix at the end of each learning stage (Sub-PO)																																																																																																						
<table border="1" style="margin: auto;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-4</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>		P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																	PO-3																	PO-4																
P.O	Week																																																																																																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																																																																						
PO-1																																																																																																						
PO-2																																																																																																						
PO-3																																																																																																						
PO-4																																																																																																						

Short Course Description	Able to deepen the understanding of education and educational science, using literature review methods and recitations on basic theories of education, education as a system, national education, goals of education and teaching, educational instruments, educational institutions, lifelong education, educational democracy and educational innovation.
--------------------------	---

References	Main :	
	Supporters:	
	1. Purwanto, Ngalm. 2007. Ilmu Pendidikan Teoritis dan Praktis. Bandung: Remaja Rosdakarya	

Supporting lecturer	Dr. Dewanto, M.Pd. Dr. Djoko Suwito, M.Pd. Dr. Theodorus Wiyanto Wibowo, M.Pd.
---------------------	--

Week	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understand the importance of basic education courses and basic educational concepts	1.1. Orientation of the Basics of Education course. 2.2. Describe the basic concepts of education	Criteria: in accordance with the lecturer's recommendations based on creativity, innovation, normativeness and dynamic thought patterns. Form of Assessment : Participatory Activities		Lectures, Questions and Answers and 3 X 50 Individual Assignments	Material: basics of education and basic concepts of education Reader: <i>Purwanto, Ngalm. 2007. Theoretical and Practical Education Science. Bandung: Rosdakarya Youth</i>	3%
2	Understanding Human Nature and Development	1.1. Describe the essential nature of humans 2.2. Describe the dimensions of human nature 3.3. Describe the development of human dimensions 4.4. Describe the complete Indonesian human figure	Criteria: Attached to chapter 2 of Book 1 Educational Theory and Practice Form of Assessment : Participatory Activities		Questions and answers and Group Discussions as well as individual assignments 3 X 50	Material: Human Nature and Its Development Literature: <i>Purwanto, Ngalm. 2007. Theoretical and Practical Education Science. Bandung: Rosdakarya Youth</i>	3%
3	Understanding Human Nature and Development	1.1. Describe the essential nature of humans 2.2. Describe the dimensions of human nature 3.3. Describe the development of human dimensions 4.4. Describe the complete Indonesian human figure	Criteria: 1. Present your paper, using the following steps: 2.1. Make a paper presentation in a maximum of 20 minutes along with questions and answers according to the moderator's directions 3.2. Pay attention to questions and input from other participants 4.3. Answer participants' questions and respond/record other participants' input Form of Assessment : Participatory Activities		Questions and answers and group discussions and individual assignments 3 X 50	Material: Understanding Human Nature and Its Development References: <i>Purwanto, Ngalm. 2007. Theoretical and Practical Education Science. Bandung: Rosdakarya Youth</i>	3%
4	Understanding the Nature of Education	1.1. Describe the meaning of education 2.2. Describe the Education Process 3.3. Describe and analyze the function of education	Criteria: 1. Full marks are obtained if you do all the questions correctly and argumentatively 2. Completeness of results reports and class presentations Form of Assessment : Test		Questions and answers, discussions and individual assignments. 3 X 50	Material: Understanding the Nature of Education Library: <i>Purwanto, Ngalm. 2007. Theoretical and Practical Education Science. Bandung: Rosdakarya Youth</i>	7%
5	1.1. Describe the basis, objectives and functions of national education 2.2. Describe educational institutions 3.3. Describe educational programs and management	1.1. Describe the meaning of system 2.2. Describe the various systems 3.3. Describe education as a system	Criteria: Completeness of results reports and class presentations Form of Assessment : Participatory Activities		Discussion, Questions and Answers and Giving Individual Assignments 3 X 50	Material: Basics, objectives, functions of national education Reader: <i>Purwanto, Ngalm. 2007. Theoretical and Practical Education Science. Bandung: Rosdakarya Youth</i>	3%

6	Understand the national education system	<p>1.1. Describe the basis, objectives and functions of national education. educational institutions</p> <p>2.2. Describe educational programs and management</p>	<p>Criteria:</p> <p>1.1. If an individual student can report more than 3 pages according to the provisions, they will be given a score of 80</p> <p>2.2. If individual students can report according to the provisions of only 2 pages, they will be given a score of 75</p> <p>3.3. If an individual student can report according to the provisions with only 1 page they will be given a score of 60.4. If an individual student can report according to the provisions with only 1 page they will be given a score of 0</p> <p>Form of Assessment : Participatory Activities</p>	Discussion, Questions and Answers and Giving Individual Assignments, Observations to Elementary School 3 X 50		<p>Material: Understanding the national education system</p> <p>References: Purwanto, Ngalm. 2007. <i>Theoretical and Practical Education Science</i>. Bandung: Rosdakarya Youth</p>	3%
7	<p>1. Able to analyze the development of institutional/educational environments in Indonesia before and after independence.</p> <p>2. Able to describe the concept of education from various figures at: a. Ki Hajar Dewantara b. H. Achmad Dahlan c. Moch. Shafi d. R.A. Kartini e. Dewi Sartika</p> <p>3. Able to work on in-depth questions at the end of the mandatory book/package book chapters.</p>	<p>1.1. Describe the foundation of education</p> <p>2.2. Describe the historical basis</p> <p>3.3. Describe the philosophical basis.</p> <p>4.4. Describe the psychological basis</p> <p>5.5. Describe the sociological basis.</p> <p>6.6. Describe the cultural foundations of Tut Wuri Handayani</p> <p>7.7. Describe the basis of science and technology</p>	<p>Criteria:</p> <p>1. Students who can submit assignments completely without looking at their accuracy are given a score of 85.2.</p> <p>2. Students who submit assignments incompletely without checking their accuracy are given a score of 75.3.</p> <p>3. Students who cannot submit assignments according to the provisions are given a score of 0...</p> <p>Form of Assessment : Participatory Activities</p>	Questions and answers & giving individual assignments 3 X 50	<p>Material: institutional development/educational environment in Indonesia before and after independence.</p> <p>Bibliography: Purwanto, Ngalm. 2007. <i>Theoretical and Practical Education Science</i>. Bandung: Rosdakarya Youth</p>	3%	
8	Completion of answers to UTS questions. Basics of Education course	carried out carefully, correctly and systematically, rationally, logically,	<p>Criteria: Able to answer sub-summative exams correctly and appropriately</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Written examination. 2 X 50		<p>Material: basics of education</p> <p>Library: Purwanto, Ngalm. 2007. <i>Theoretical and Practical Education Science</i>. Bandung: Rosdakarya Youth</p>	15%
9	Understand the concept of teaching as a profession	<p>1.1. Describe the meaning of teaching as a profession</p> <p>2.2. Describe the teacher's responsibilities</p> <p>3.3. Describe the teacher's duties</p> <p>4.4. Describe the role of the teacher</p> <p>5.5. Describe the teacher's professional competence. Describe the teacher's code of ethics</p>	<p>Criteria: Scores are given according to the weight/quality delivered.</p> <p>Form of Assessment : Participatory Activities</p>	Questions and Answers and Giving Group Assignments 3 X 50		<p>Material: Understanding the concept of teaching as a profession</p> <p>Reader: Purwanto, Ngalm. 2007. <i>Theoretical and Practical Education Science</i>. Bandung: Rosdakarya Youth</p>	3%

10	Understanding educational problems.	<p>1.1 Describe theoretical problems</p> <p>2.2 Describe practical problems</p> <p>3.3 Describe practical problems in Indonesia</p> <p>4.4. Describe efforts to overcome education problems in Indonesia.</p>	<p>Criteria: While showing activeness in the lecture process and discussion process.</p> <p>Form of Assessment : Participatory Activities</p>		<p>Questions and answers and giving group assignments and dialogue. 3 X 50</p>	<p>Material: Understanding educational problems. Bibliography: <i>Purwanto, Ngalm. 2007. Theoretical and Practical Education Science. Bandung: Rosdakarya Youth</i></p>	3%
11	Understanding educational problems.	<p>1.1 Describe theoretical problems</p> <p>2.2 Describe practical problems</p> <p>3.3 Describe practical problems in Indonesia</p> <p>4.4. Describe efforts to overcome education problems in Indonesia.</p>	<p>Criteria: While showing activeness in the lecture process and discussion process.</p> <p>Form of Assessment : Participatory Activities</p>		<p>Questions and answers and giving group assignments and dialogue. 3 X 50</p>	<p>Material: Understanding educational problems. Bibliography: <i>Purwanto, Ngalm. 2007. Theoretical and Practical Education Science. Bandung: Rosdakarya Youth</i></p>	3%
12	Understanding educational innovation in Indonesia	<p>1.1. Describe the concept of change and innovation.</p> <p>2.2. Describe the meaning of educational innovation.</p> <p>3.3. Describe the goals of innovation.</p> <p>4.4. Describe the innovation cycle</p> <p>5.5. Describe the problems that require educational innovation</p> <p>6.6. Describe various educational innovation efforts in Indonesia</p> <p>7.7. Describe the renewal of the education system for educational staff</p> <p>8.8. Describe decision making in educational innovation.</p> <p>9.9. Describe the obstacles to educational innovation</p> <p>10.10. Describe resistance</p> <p>11.11. Describe the factors that need to be considered in innovation to avoid rejection.</p>	<p>Criteria: 1.Responsive to criticism and input, 2.Participants' activeness in providing individual responses</p> <p>Form of Assessment : Test</p>	<p>Questions and answers and giving group assignments, field observations and case study assignments. 6 X 50</p>		<p>Material: Understanding educational innovation in Indonesia References: <i>Purwanto, Ngalm. 2007. Theoretical and Practical Education Science. Bandung: Rosdakarya Youth</i></p>	7%

13	Understanding educational innovation in Indonesia	<ol style="list-style-type: none"> 1.1. Describe the concept of change and innovation. 2.2. Describe the meaning of educational innovation. 3.3. Describe the goals of innovation. 4.4. Describe the innovation cycle 5.5. Describe the problems that require educational innovation 6.6. Describe various educational innovation efforts in Indonesia 7.7. Describe the renewal of the education system for educational staff 8.8. Describe decision making in educational innovation. 9.9. Describe the obstacles to educational innovation 10.10. Describe resistance 11.11. Describe the factors that need to be considered in innovation to avoid rejection. 	<p>Criteria: 1.Responsive to criticism and input, 2.Participants' activeness in providing individual responses</p> <p>Form of Assessment : Participatory Activities</p>	<p>Questions and answers and giving group assignments, field observations and case study assignments. 6 X 50</p>		<p>Material: Understanding educational innovation in Indonesia References: Purwanto, Ngalm. 2007. <i>Theoretical and Practical Education Science</i>. Bandung: Rosdakarya Youth</p>	3%
14	Understanding character education	<ol style="list-style-type: none"> 1.1. Describe the basis of the concept of character education 2.2. Describe the basis of character values 3.3. Describe the stages of character development 	<p>Criteria: The process activities are carried out by students seriously.</p> <p>Form of Assessment : Participatory Activities</p>	<p>Questions and answers, 3 X 50 group assignments</p>		<p>Material: Understanding character education Literature: Purwanto, Ngalm. 2007. <i>Theoretical and Practical Education Science</i>. Bandung: Rosdakarya Youth</p>	3%
15	Understanding character education	<ol style="list-style-type: none"> 1.1. Describe the basis of the concept of character education 2.2. Describe the basis of character values 3.3. Describe the stages of character development 	<p>Criteria: The process activities are carried out by students seriously.</p> <p>Form of Assessment : Participatory Activities</p>		<p>Questions and answers, 3 X 50 group assignments</p>	<p>Material: Understanding character education Literature: Purwanto, Ngalm. 2007. <i>Theoretical and Practical Education Science</i>. Bandung: Rosdakarya Youth</p>	3%
16	Understanding character education	<ol style="list-style-type: none"> 1.1. Describe the basis of the concept of character education 2.2. Describe the basis of character values 3.3. Describe the stages of character development 	<p>Criteria: Able to take the Final Semester Exam</p> <p>Form of Assessment : Participatory Activities, Tests</p>		<p>3 X 50 Semester Final Exam</p>	<p>Material: Understanding character education Literature: Purwanto, Ngalm. 2007. <i>Theoretical and Practical Education Science</i>. Bandung: Rosdakarya Youth</p> <hr/> <p>Material: Understanding character education Literature: Purwanto, Ngalm. 2007. <i>Theoretical and Practical Education Science</i>. Bandung: Rosdakarya Youth</p>	35%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	61%
2.	Test	39%
		100%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.